



Al Jabr Islamic School

PYP Programme of Inquiry 2023-2024

Continuum unit of inquiries across the years Age	An inquiry into: (July- Sep)	An inquiry into: (Oct-Dec)	An inquiry into: (Jan- Mar)	An inquiry into: (Apr-June)
	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Pre-K 3-4 Years	<p>Who We Are Family relationships contribute to shaping our identity.</p> <p>Key concepts: form, responsibility, function Related concepts: identity, roles, family, diversity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Diversity of families Responsibilities within the family How families influence who we become <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify and describe the member of family Identify responsibility within a family 	<p>How We Express Ourselves Through play we express our feelings and ideas and come to new understandings.</p> <p>Key Concept: function, connection, perspective Related Concept: communication, rights, role</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Communicating through play Imaginative use of materials The role of toys in play <p>Learning Outcomes</p> <ul style="list-style-type: none"> Verbally, physically, visually expresses feelings and ideas through play Participates willingly in individual, parallel, group play Use everyday materials spontaneously, appropriately and creatively as toys. 	<p>How the World Works The Earth's natural cycles influence different activities of living things.</p> <p>Key concepts: causation, change, connection Related concepts: systems (solar, water cycle, weather), seasons, climate</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Natural cycles (night and day, weather patterns, seasons) The actions people take in response to Earth's natural cycles Patterns of behavior in living things related to Earth's natural cycles <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Talk about activities that occur during the day and night Make connections between the weather and how to protect ourselves Identify simple patterns in daily and seasonal cycles Observe the local environment that are affected by daily and seasonal cycles 	<p>Sharing the Planet Animals and people interact in different ways in different contexts</p> <p>Key concept: connection, perspective and responsibility Related concept: classification, habitat, conservation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different roles animals play in peoples' lives Suitability of particular animals for specific functions Our responsibility for the well-being of animals <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Classify animal based on their roles and function in people's lives Describe the characteristic of animals and things needed to stay healthy Take responsibility for animals' well being
K1 4-5 Years	<p>Who We Are Individual culture shapes our identity</p> <p>Key concepts: form, responsibility and connection Related concepts: appreciation, culture, similarities and differences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> My culture and heritage Ways of documenting personal history Appreciation of differences <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify personal culture Talk about the different ways in which family history can be documented Use primary sources (such as parents and grandparents) to identify family heritage 	<p>How We Express Ourselves Stories engage their audience and communicate meaning.</p> <p>Key concepts: form, connection, perspective Related concepts: chronology, conflict, exploration</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How to construct an effective story What stories can convey How stories are created and shared, Feelings and emotions that stories evoke <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Talk about a chosen story Identify different emotions in the story Create own story using various ways 	<p>How the World Works Our knowledge of the world grows through experimenting</p> <p>Key concepts: form, causation and change. Related concepts: change of states, prediction and innovation, solids, liquids, and gasses.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Purpose of experimenting Changing properties of materials Manipulation and application of materials for new purposes How does our knowledge grow <p>Learning Outcome:</p> <ul style="list-style-type: none"> Use senses to describe properties of materials. Recognize and predict changes of solids, liquids or gasses. Apply understanding of basic properties of materials in order to match the purpose. 	<p>Sharing The planet Living things sustain life on earth and play a role in our lives.</p> <p>Key concepts: causation, perspective, responsibility Related concepts: plants, classification, biodiversity, growth</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Caring for plants Products we derive from plants How plants contribute to life on earth <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify parts of plants that are used by other living things Be aware of the role of plants in sustaining life for example, providing oxygen, food Show responsibility when caring for plants
K2 5-6 Years	<p>Who We Are Awareness of our characteristics, abilities and interests informs our learning process and development.</p> <p>Key concepts: form, perspective, change Related concepts: identity, similarities and differences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics Similarities and differences between ourselves and others Personal abilities and interests <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Talk about their physical, social and emotional characteristics. Compare between his/her self with others Reflect and identify personal ability and interest. 	<p>How We Express Ourselves Celebrations are the expression of shared beliefs and values.</p> <p>Key concepts: form, connection, function Related concepts: beliefs, values, belonging, culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why people celebrate Features of traditions and celebrations Symbolic representations of celebrations and traditions What meaning people assign to celebrations and traditions <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explain particular celebration that is important in our life Suggest reasons for various celebrations Distinguish symbolic representation and meaning of celebration and traditions 	<p>How the World Works Living things undergo a process of change.</p> <p>Key concepts: causation, change, connection Related concepts: growth, ecosystem, habitat</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Patterns of growth How living things change over their lifetime Factors that can influence life cycles <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe the life cycles of a variety of living things (for example, a range of animals and plants) Compare the life cycles of different living things Identify the common components of life cycles (for example; birth, growth, maturity, reproduction, death) Investigate the responses of plants or animals to change in their habitats 	<p>Sharing the Planet People interact, use and value environments in different ways.</p> <p>Key concepts: causation, perspective, responsibility Related concepts: geography, resources, sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Natural and human made elements of local environments How local environments addresses people's needs How natural spaces are valued in local environments <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe the natural features of local and other environments Analyze ways in which humans use the natural environment (for example; recreation, settlements) Identify or generate a question or problem, to be explored in relation to human impact on the local Environment.
<p>Prek-K2</p> <ol style="list-style-type: none"> Language: listening, speaking, viewing, presenting, reading, writing - phase 1 (IB) & Fase Fondasi (Kurikulum Merdeka) Mathematic: Data handling, measurement, shape and spaces, pattern and function, number - phase 1 (IB) & Fase Fondasi (Kurikulum Merdeka) Arts: Visual (arts in society, reflection appreciation, elements and design, creative process), drama (Creative expression), music - phase 1 (IB) & Fase Fondasi (Kurikulum Merdeka) Personal social physical education: Identity, active living, interaction, movement composition, games, adventures challenges, health related- phase 1 (IB) & Fase Fondasi (Kurikulum Merdeka) <p>*(for details please contact the classroom teachers)</p>				

Continuum unit of inquiries across the years Age	An inquiry into: (July- Aug)	An inquiry into: (Sep– Oct)	An inquiry into: (Nov-Dec)	An inquiry into: (Jan- Feb)	An inquiry into: (March – April)	An inquiry into: (May-June)
	Who We Are	Where We Are in Place and time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Grade 1 6-7 Years	<p>The choices people make affect their health and well-being</p> <p>Key concepts: causation, responsibility, function Related concepts: growth, classification Lines of inquiry:</p> <ul style="list-style-type: none"> Balanced lifestyle our choices for our health Different sources of information that help us make choices. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recognize that living things, including humans, need certain resources for energy and growth Identify the major food groups and be aware of the role they play in human development Recognize human’s need to achieve balanced lifestyle 	<p>Learning about previous generations helps us understand the relationship between past and present.</p> <p>Key concepts: causation, change, connection Related concepts: Chronology, history, progress Lines of inquiry:</p> <ul style="list-style-type: none"> The reasons behind personal history How aspects of the past still influence us today Why some behaviors and practices have changed or remained the same over time <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Analyze information about previous generations Assess which aspect of previous generations had the most impact on the present day Evaluate behavior and practices influenced from previous generations 	<p>People recognize important events through school celebrations and routines</p> <p>Key concepts: form, causation, perspective Related concepts: beliefs, culture, education Lines of inquiry:</p> <ul style="list-style-type: none"> Various school events and routines Purpose of various school events and routines How school events and routines develop skills <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify the various routines and events through school celebrations Explain the reasons for the school routines and events through celebrations. Analyze the profiles and the skills that are learned from school's routines and events. 	<p>Humans apply their understanding of science to create.</p> <p>Key concepts: form, function, causation Related concepts: energy, forces Lines of inquiry:</p> <ul style="list-style-type: none"> Inventions that impact people’s lives How circumstances lead to the creation of important inventions How understanding forces and energy helps inventors <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Determine different kind of forces and energy that useful and being used by people in their lives Apply their understanding about force and energy that contributes to scientific developments and invention 	<p>Public areas strengthen communities and provide people with opportunities to connect.</p> <p>Key concepts: function, connection, responsibility Related concepts: Government, transportation, cooperation Lines of inquiry:</p> <ul style="list-style-type: none"> Purposes of public places Characteristics of different public spaces How people use public spaces <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore how systems influence lifestyle and community Compare transportation systems within the local community to those in other communities Explain how and why changes in transport have occurred over time Examine the impact of technological advances in transport on the environment. 	<p>Choices we make can support the sustainability of the Earth’s resources.</p> <p>Key concepts: perspective, responsibility, causation Related concepts: resources, sustainability Lines of inquiry:</p> <ul style="list-style-type: none"> Earth’s finite and infinite resources The impact of people’s choices on the environment The balance between meeting human needs and the use of limited resources <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Reflect on and self-assess his or her personal use of natural resources Investigate ways that familiar materials can be reused Group materials on the basis of properties for the purpose of recycling Describe how a particular material is recycled Explore the role of living things in recycling energy and matter
Islamic Quran	Islamic study	Foundation and practice of Islam includes sholat, wudhu, doa, surah, histories, role models, values and behavior of Islam.				
Grade 2 7-8 Years	<p>Choices of role models reflect individuals and societies’ beliefs and values.</p> <p>Key concepts: form, perspective, causation Related concepts: beliefs, religion, roles Lines of inquiry:</p> <ul style="list-style-type: none"> What determines our beliefs and values How and why role models are chosen Influence of role models on our choices and actions <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify role model from different cultures Analyze the similarities and differences between fiction and non-fiction hero What makes someone a role model, hero or just famous Identify values that makes someone a role model, hero or just famous 	<p>Earth’s natural features have an impact on human interactions and settlements.</p> <p>Key concepts: form, causation, connection Related concepts: Geography, settlement, impact, landscape Lines of inquiry:</p> <ul style="list-style-type: none"> Variability of physical geography around the world The relationship between location and settlement Impact of human interaction on the physical environment <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify local and global physical geography over time Comparing settlement in certain location to another based on the physical geography Understanding the impact of human interaction on the physical environment 	<p>Understanding the weather prepares us to take precautions that will keep us safe.</p> <p>Key concepts: connection, perspective, function Related concepts: Production and freedom, Seasons & space Lines of inquiry:</p> <ul style="list-style-type: none"> The connection of the changing of earth to humans (feeling and life). Human expression through different seasons and natural phenomena. Tools to understand and respond to the changing of earth. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify evidence that the Earth has changed. Describe how natural phenomena shape the planet. Explore scientific and technological developments that help people understand and respond to the changing Earth. 	<p>Design and structure of buildings depend upon multifaceted factors.</p> <p>Key concepts: form, function, responsibility Related concepts: Structure, properties and use of materials Lines of inquiry:</p> <ul style="list-style-type: none"> Considerations to take into account when building a structure The impact of buildings and structures on the environment Local architecture and its connection with the needs of the community and availability of materials <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Investigate the construction of a building Identify the materials used, geographical and environmental factors that influence the design Critique the impact of a structure on the natural environment Explain people’s responsibilities regarding the use of resources from the environment 	<p>Organizations are created to solve problems and support human activities.</p> <p>Key concepts: function, connection, responsibility Related concepts: Network, authority, roles, employment Lines of inquiry:</p> <ul style="list-style-type: none"> Purpose of organization Why people join organization Strategies for problem solving within a workplace What makes an workplace successful <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify responsibilities people have in different organization Explain the purpose of roles and responsibilities in an organization Construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within an organization Work in a group to establish a shared vision and purpose for the class organization. 	<p>Human interactions with natural habitats have impacts on other living things.</p> <p>Key concepts: causation, change, responsibility Related concepts: Habitat, adaptation, evolution, animals Lines of inquiry:</p> <ul style="list-style-type: none"> Balance between rights and responsibilities when interacting with natural habitats Human impact on natural habitats How living things respond to changing environmental conditions <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recognize rights and responsibilities when interacting with natural habitats Asses the human impact on natural habitats Analyze how living things respond to changing environmental conditions.
Islamic Quran	Juz 1	Juz 2	Juz 3	Juz 25	Juz 26	Juz 27
G1-G2 1. Language: listening, speaking, viewing, presenting, reading, writing - phase 2 & 3 (IB) & Fase A (Kurikulum Merdeka) 2. Mathematic: Data handling, measurement, shape and spaces, pattern and function, number - phase 2 & 3 (IB) & Fase A (Kurikulum Merdeka) 3. Arts: Visual (arts in society, reflection appreciation, elements and design, creative process), drama (Creative expression), music - phase 2 (IB) & Fase A (Kurikulum Merdeka) 4. Personal social physical education: Identity, active living, interaction, movement composition, games, adventures challenges, health related- phase 2 (IB) & Fase A (Kurikulum Merdeka) 5. Pendidikan Pancasila & Kewarganegaraan: Fase A (Kurikulum Merdeka) *(for details please contact the classroom teachers)						

Continuum unit of inquiries across the years	Who We Are <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i>	How the world works <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	How we organize ourselves <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	Sharing the planet <i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Age	An inquiry into: (July- Aug)	An inquiry into: (Sep –Oct)	An inquiry into: (Nov- Dec)	An inquiry into: (Jan- Feb)	An inquiry into: (March – April)	An inquiry into: (May- June)
Grade 3 8-9 Years	<p>Who We Are Effective interactions inside human body systems contribute to their health and survival.</p> <p>Key concepts: function, connection, responsibility Related concepts: systems (digestive, nervous, respiratory), interdependence, health, homeostasis, Lines of inquiry:</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Recognize the human body system and its function • Describe the interdependence of human body system • Explain the need to act responsibly with regards to his or her health (for example, colds, head lice). 	<p>Where We Are in Place And Time The development of global perspective is supported through understanding our place in the world in relation to others.</p> <p>Key concepts: connection, perspective, responsibility. Related concepts: Discovery, migration, chronology, progress Lines of inquiry:</p> <ul style="list-style-type: none"> • Locate themselves in time and space by gaining experience with sequencing to establish a sense of order and time. • Understand the human history across time and the historical concepts. • How present society uses aspects of past civilizations to progress and develop. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain discovery by knowing their location on a globe or map in the world and its relationship to various other things. • Use a variety of resources and tools to gather and process information about various migrations of humankind. • Analyze interconnectedness of individuals and civilization, from local and global perspective 	<p>How We Express Ourselves A variety of signs & symbols facilitates local & global perspectives.</p> <p>Key concepts: form and connection Related concepts: Artifact, diversity, traditions Lines of inquiry:</p> <ul style="list-style-type: none"> • Signs and symbols • Reasons for the development of communication systems. • Specialized systems of communication. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explore a variety of signs and symbols and interpret their messages. • Identify cultural and historical context in which signs and symbols develop. • Describe the impact of communication technology on everyday communication. • Demonstrate how non-verbal communication allows people to transcend language barriers. 	<p>How the World Works Human survival is connected to understanding the continual changing nature of the earth.</p> <p>Key concepts: causation, change, connection Related concepts: tectonic plate movement, geology Lines of inquiry:</p> <ul style="list-style-type: none"> • How the different components of the Earth are interrelated • Why the Earth has changed and is continuing to change Human response to the Earth's changes <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Name, locate, identify, explain or summarize composition or structure or layers of the earth. • Sketch, draw, show the earth's tectonic plate. Compare and differentiate the movement of tectonic plates. • Interpret and evaluate data of how humans respond to the earth's change by exploring scientific and technological development that help people to understand and respond to the changing earth. 	<p>How We Organize Ourselves Technology impacts the world of work and leisure.</p> <p>Key concepts: change, connection, responsibility Related concepts: Technology advance, efficiency Lines of inquiry:</p> <ul style="list-style-type: none"> • Technology and inventions of the home, workplace and leisure activities. • Circumstances that lead to the development of important inventions and their impact. • How technology supports or impacts sustainability. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Analyze the way in which technology supports the functioning of workplaces (for example, schools) • Investigate technology developments • Examine the impact of particular technologies on sustainability • Suggest areas for future technological advances. 	<p>Sharing the Planet Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts: function, causation, responsibility. Related concepts: interdependence, Pollution, poverty, Sustainability Lines of inquiry:</p> <ul style="list-style-type: none"> • Sources of water and how water is used. • What happens to water after we have used it. • Distribution and availability of usable water. • Responsibilities regarding water. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain why fresh is a limited resource. • Describe the relationships between the location of water and population distribution. • Analyze systems of water storage and usage, both natural and human-made. • Identify water issues and propose strategies for responsible, equitable water use.
Quran	Juz 7	Juz 8	Juz 9	Juz 10	Juz 11	Juz 12
Grade 4 9-10 Years	<p>Who We Are Systems of beliefs and values offer explanations about the meaning of humans and the world around us.</p> <p>Key concepts: form, perspective, causation Related concepts: Religion, diversity and Network Lines of inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences between belief systems (secular and faith-based) • How beliefs and values contribute to the formation and actions of communities • The impact of spiritual traditions on society <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify similarities and differences between secular and faith based on belief systems. • Describe the contribution of beliefs and values to the formations and actions of communities. • Reflect upon the impact of spiritual traditions on society 	<p>Where We Are in Place and Time Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts: causation, change, perspective Related concepts: History, Exploration, Innovation Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • How explorations have taken place over time • The consequences of exploration <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how people influence, and are influenced by, places in the environment. • Investigate the impact of technological advances on their own lives, on society and on the world. • Reflect on how recognizing ideas and actions of people in the past have changed the lives of others. 	<p>How We Express Ourselves People interact with and communicate with each other using arts and science.</p> <p>Key concepts: Function, Causation, Change, Responsibility Related concepts: Earth and Space atmosphere, gravity, climate, erosion Lines of inquiry:</p> <ul style="list-style-type: none"> • The function of the atmosphere for the earth; • The importance of gravity in human's life; • Understand the process of erosion; • Demonstrate responsibility to climate changes. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • List down observed information of atmosphere in number of ways; • Explain the finding and function of gravity; • Gain understanding of cause and effect of erosion; • Reflect on their awareness of how people influence and be influenced by climate change; 	<p>How the World Works Energy may be converted, transformed and used to support human growth.</p> <p>Key concepts: form, causation, responsibility Related concepts: Renewable and nonrenewable energy sources, conservation Lines of inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • How energy is used (transformation) • Sustainable energy practices <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Describe different forms of energy. • Demonstrate how energy can be stored and transformed (for example, storage of fat, batteries as a store of energy) • Assess renewable and sustainable energy sources (for example, wind, solar, water) 	<p>How We Organize Ourselves Economic activity relies on systems of production, exchange and consumption.</p> <p>Key concepts: function, connection, responsibility Related concepts: Production, employment, conflict Lines of inquiry:</p> <ul style="list-style-type: none"> • What is economics and how our favorite store knows what product to sell and what prices to set • The connection between occupation and employment • Definition of marketplace and how to resolve conflict in the marketplace (responsibility) <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain the definitions of supply and demand and how they work together in an economy • Describe the connection of job & occupation with employment • Understand elements of a contract in the marketplace. 	<p>Sharing the Planet Children worldwide face a variety of challenges and risks.</p> <p>Key concepts: change, connection, responsibility Related concepts: Change of states, chemical and physical changes, conduction, convection, radiation Lines of inquiry:</p> <ul style="list-style-type: none"> • Challenges and risks that children face. • How children respond to challenges and risk. • Our responsibility in everyday challenges and risks of chemical and physical changes (including bad radiation) <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify the physical and chemical changes and how they are related to our planet • Explore issues relating to children's rights, roles and responsibilities. • Analyze health and safety issues facing children (for example spread of diseases, accidents, access to health care). • Evaluate the example of everyday chemical and physical changes (including radiation) and suggest preventive strategies
Islamic Quran	Juz 13	Juz 14	Juz 15	Juz 16	Juz 17	Juz 18
<p>G3 - G4</p> <ol style="list-style-type: none"> 1. Language: listening, speaking, viewing, presenting, reading, writing - phase 3 & 4 (IB) & Fase B (Kurikulum Merdeka) 2. Mathematic: Data handling, measurement, shape and spaces, pattern and function, number - phase 3 & 4 (IB) & Fase B (Kurikulum Merdeka) 3. Arts: Visual (arts in society, reflection appreciation, elements and design, creative process), drama (Creative expression), music - phase 3 & 4 (IB) & Fase B (Kurikulum Merdeka) 4. Personal social physical education: Identity, active living, interaction, movement composition, games, adventures challenges, health related- phase 3 & 4 (IB) & Fase B (Kurikulum Merdeka) 5. Pendidikan Pancasila & Kewarganegaraan: Fase B (Kurikulum Merdeka) <p>*(for details please contact the classroom teachers)</p>						

<p>Grade 5 10-11 Years</p>	<p>Who We Are Experience changes in life at different stages affect our evolving sense of self.</p> <p>Key concepts: Form, Causation, Change, Connection Related concepts: Biology, system reproduction, genetic</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Understanding the developmental biology; The changes of living things from beginning to end in reproduction perspective; Causes of changes that occur during puberty; Explore the genetic characteristics possessed by each individual. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe developmental biology; Explain reproduction of living things; Identify and discuss the change that occur during puberty and their impact on well being; Describe our physical characteristics such as eyes, skin or hair color from our parents through their genes. 	<p>Where We Are in Place And Time Evidence of past civilizations can be used to make connections to present-day societies</p> <p>Key concepts: Form, change, connection Related concepts: Chronology, Civilization, conflict, revolution</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Understanding the concept of chronology; The reasons civilizations keep changing; The reasons civilization clash exists; Understanding revolution. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe the understanding of chronology Analyze about past civilization and its systems. Explain sample of the primary source of conflict / clash Explain popular revolution in history 	<p>How We Express Ourselves Earth provides every man's needs, but not every man's greed.</p> <p>Key concepts: Function, Connection, Perspective, Responsibility Related concepts: Borders (natural, social and political), dependence, landscape, population</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The importance of borders in natural, social, and political domain; The connection between human and natural environment; The lifestyle choice people choose as a consequence of different landscapes; Human's responsibility to the environment in regards to the growing population. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify and describe the function and different kinds of borders. Explore how people lives depend on our planet Talk about the the nature of human, society and environment change Reflect and express ourselves as responsibilities to save the world 	<p>How the World Works Understanding of scientific knowledge is constantly evolving and has an impact on human life.</p> <p>Key concepts: change, connection, responsibility Related concepts: Types of force, Forms of energy, mechanic, equilibrium, conservation of energy for human life</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How energy is connected to do work Types of forces and how they change the direction and position of an object The connection of energy with mechanical energy and equilibrium Human's responsibility to conserve energy that impacts human life <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identify types of force and how the force works; Describe forms of energy, mechanical energy and equilibrium; Evaluate important points of conservation of energy that impact human life. 	<p>How We Organize Ourselves: Government systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Key concepts: function, perspective, responsibility Related concepts: Government, legislations, justice, truth</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How government systems function How do people decide leaders How some people respond for their rights in justice and truth <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recognize the elements of major political systems (e.g.: monarchy, democracy, dictatorship); Examine how roles and rights of a person in a particular society directly affect their responsibilities; Evaluate a range of systems (local, regional, national and international) and the impact they have on individuals, groups and society. 	<p>Sharing the Planet Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts: causation, connection, responsibility Related concepts: Biodiversity, ecosystem, homeostasis, plants, conservation, organism</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ways in which organism and plants are interconnected in nature Ways in which ecosystems, biomes and environments are interdependent How human interaction with the environment can affect the balance of systems <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Examine interactions between living and non-living things within and between ecosystems. Recognize that solar energy sustains ecosystems through a transformation of energy Investigate the conservation of energy in ecosystems Evaluate on how human activities can have positive or adverse effects on local and other environments (for example, waste, agriculture, industry)
Islamic Quran	Juz 19	Juz 20	Juz 21	Juz 22	Juz 23	Juz 24

G5

1. Language: listening, speaking, viewing, presenting, reading, writing - phase 5 (IB) & Fase C (Kurikulum Merdeka)
2. Mathematic: Data handling, measurement, shape and spaces, pattern and function, number - phase 4 (IB) & Fase C (Kurikulum Merdeka)
3. Arts: Visual (arts in society, reflection appreciation, elements and design, creative process), drama (Creative expression), music - phase 4 (IB) & Fase C (Kurikulum Merdeka)
4. Personal social physical education: Identity, active living, interaction, movement composition, games, adventures challenges, health related- phase 4 (IB) & Fase C (Kurikulum Merdeka)
5. Pendidikan Pancasila & Kewarganegaraan: Fase C (Kurikulum Merdeka)

*(for details please contact the classroom teachers)